



<b>PART 1 OF THE FULL GOVERNING BODY MEETING</b>	
Agenda <input type="checkbox"/>	
Minutes <input checked="" type="checkbox"/>	
Date	18 <sup>th</sup> July 2022
Venue	Microsoft teams

*Please read papers in advance of the meeting ready to discuss and ask questions*

<b>AGENDA ITEM 894</b>	<b>Welcome and Apologies for absence</b>		
<b>Notes</b>	<b>GOVERNOR</b>	<b>REASON</b>	<b>ACCEPTABLE</b>
	Leigh Thomas	Part 2 agenda	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	Margaret Griffiths	Technical difficulties	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	Howard Griffiths	Ill health	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<b>GOVERNOR</b>	<b>ROLE</b>	<b>IN ATTENDANCE</b>
Suzanne Millership-Liddle	Chair	<input checked="" type="checkbox"/>
Trish Turner	Head Teacher	<input checked="" type="checkbox"/>
Leigh Thomas	Staff Governor	<input checked="" type="checkbox"/>
Margaret Griffiths	LA Governor	<input checked="" type="checkbox"/>
Howard Griffiths	Co-opted Governor	<input type="checkbox"/>
Ellen Atkinson	Co-opted Governor	<input checked="" type="checkbox"/>
Vacancy	Parent Governor	<input type="checkbox"/>
Sue Woollett	Co-opted Governor	<input checked="" type="checkbox"/>
Kimberley Maycock	Clerk	<input checked="" type="checkbox"/>

<b>AGENDA ITEM 895</b>	<b>Declaration of any pecuniary and/or personal interest to any agenda items</b>
<b>Notes:</b>	None

<b>AGENDA ITEM 896</b>	<b>Declarations of AOB</b>
<b>Notes:</b>	None

<b>AGENDA ITEM 897</b>	<b>Phill Harrison and Melsa Buxton</b>
<b>Notes:</b>	SET Presentation and open discussion with Phill Harrison and Melsa Buxton

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Of Brackenfield School

Signed..... Date.....17<sup>th</sup> oct 2022.....

<b>Discussion:</b>	<p>Phill Harrison and Melda Buxton introduced themselves to the governing body and explained they had joined today's governors meeting to speak about Shaw Education Trust (SET) and inform the Governing body how the trust was formed and what it looks like now.</p> <p>TT - We are very early on in the process of looking at the options of moving to a Academy Trust, looking at the positive and Negative.</p> <p>PH – Until 2016 I have worked for OFSTED, as a Headteacher in a number of special school and worked with post 19s. There isn't a perfect solution for any school to join for form a Trust.</p> <p>Most People turn up to school to do a job and there are times when this hasn't worked, we have worked together to improve this.</p> <p>Intentions of Trish is to make things better for Children, we have gone from a place where the provision wasn't great for young children. SET is sponsored by a third sector SHAW. These are formed by strong schools. There are lots different type of Trusts.</p> <p>You need to think about how things will change over time, some trusts have failed. SET formed on the 2<sup>nd</sup> June 2014, Vision and Values – To be Pupils and People focused To act with integrity, Innovative, best in the class and accountable. As a Trust where does the accountability sit? These are across all grades of staff. SET has 12000 pupils across the following provisions:  9 SEND school  1 Pupils ref unit  1 College – Specialist  8 Primary – Main  9 Main – Secondary</p> <p>There are a few academy Trusts larger that SET and work with Schools nationally.</p> <p>Unsworth Academy – This was put under Special Measures in 2016 and was directed to join SET – Now in Good and had a 12million pound investment for a new build.</p> <p>Kidsgrove was brought in from a collapsed MAT.</p> <p><b>Challenge</b>  <b>SML – Special Schools age provision?</b>  PH – A wide range of ages. SEMH to Complex to mainstream  MB – Saxon goes from 2-19 as is Ivy  <b>Challenge</b>  <b>TG – Is the school about to embark on MAT?</b>  <b>TT – LA systems are no longer supporting the school moving forward and progressing. We are in the very early stages of looking at something different. PH when considering who we will academies with, can you give a rational of SET working with all schools?</b>  PH – Shaw Trust had a vision in 2013 that it would be just SEND and focusing on Post 16. Working with 80 Special Schools wouldn't really work. When my manager joined he had the vision to merge with mainstream. The Ethos is that everybody has an equal value. Melsa supports Headteachers and SENCO's and share the knowledge.</p>
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	<p><b>Challenge</b></p> <p>EA – What was the rationale behind setting up an independent college. What happened to the 19-year-olds?</p> <p>PH – DFE changed the rules on how Post 19 is funded. 20% of the young people have secured a job, this used to sit under the independent college Trustees, but we are working to join these together. We did it because it was the right thing to do for the young children. OFSTED outcome was strong.</p> <p>TT and SE are very passionate about the Post 16 provision.</p> <p>MB – Saxton – Programme of support and work experience very early on – Garden centre working, Foodbank, Craft barn where the young people do the work experience, Café on site and moving towards supported internships.</p> <p>St Martins, St Andrews and Ivy – Working together looking at setting up a supported employment agency to support young people. We have also joined with the arboretum in Derby to support children.</p> <p><b>Challenge</b></p> <p>EA – Do they qualified Job Coaches? To support the children with complex needs? Making sure that people are matched to the jobs correctly and not just slipped in. MINT provision?</p> <p>MB – We have had money from the opportunity area to give staff the best job coach training. We make sure our young people are fitted to the jobs, we have lots of opportunities for young people. Not just creating Barista Coffee. Getting the children from Ivy house involved. SHAW trust have supported with giving money to help us get this working. The food bank was moved onto the site from the police station, forming Community interest to support moving forward.</p> <p>PH – This is driven by Local people driving things forwards. We are supporting the ideas that you have for your academy. Infrastructure of a MAT – Pass Legal governance from the LA to your board of Trustees. Lots of the trustee members have MBE’s and have worked in Ofsted have a massive array of knowledge.</p> <p>Academy Council – works similar to that of the Governing Body.</p> <p>The SET Senior Team are all from within the schools. We have H&amp;S, HR, Financial, Estates management, Child Protection team, School Improvement Director. We have a number of hubs to help people come together.</p> <p>TT - We need to look at the questions we need to ask, this is to give the governors the chance to see what the MAT and SET looks like.</p> <p>PH – It takes about 6 months to convert a school to an Academy. There are no Politics involved in Forming a MAT.</p> <p>TT – We have worked tirelessly on our post 16 offer, and through forming links with other schools I was put in contact with he SET. SET are already working in the area and have the knowledge of process.</p> <p>PH – We are happy to speak to schools and support where we can, we aren’t into pressuring schools to joining the SET.</p> <p>SML – The further we go into this, there will be lots of questions to be raised.</p>
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<b>AGENDA ITEM</b>	<b>Part 1 Minutes from Full Governors meeting 28<sup>th</sup> March 2022</b>
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Minutes of the FGB meeting 18<sup>th</sup> July 2022  
Of Brackenfield School

Signed..... Date.....17<sup>th</sup> oct 2022.....

<b>898</b>	
<b>Notes:</b>	<a href="#">PART 1 Minutes - 28th March 2022.docx</a>
<b>Discussion:</b>	Signed as a true and accurate record of the meeting

<b>AGENDA ITEM 899</b>	<b>Governing Body</b>
<b>Notes:</b>	<ol style="list-style-type: none"> <li>Welcome to Traci Goode who joins today's meeting to introduce herself and hopefully join the Brackenfield Governing body</li> <li>Welcome to Ellen Atkinson has joined the governing body.</li> <li>James Corden – Resignation from Governing role with immediate effect due to increase workload.</li> <li>Kimberley Hamblett – Resignation from Governing role with immediate effect due to family life and business growth.</li> </ol>
<b>Discussion:</b>	<p>JC and KH both resigned due to a heavy workload and personal circumstances.</p> <p>EA – Involved in the school for a number of years through PFA          TG – Safeguarding Governor for Derby City School joining today to get a feel for the school and Governing Body</p>

<b>AGENDA ITEM 900</b>	<b>Recruitment</b>				
<b>Notes:</b>	Post	Start Date	Team	Rationale	Grade
	MDS	ASAP		Vacancy due to MDS promoting to STLA	Grade 4 – Fixed term contract to August 2024, 10hrs per week
<b>Discussion:</b>	No questions raised and approved to advertise for new MDS role				

<b>AGENDA ITEM 901</b>	<b>ICT Disposal</b>
<b>Notes:</b>	<p>Governor approval is required to dispose of staff iPad serial number: F9FCN6AZMF3Q – 128GB. This one was broken by the repair company, and they have replaced it for us but we still need to dispose of the old device.</p> <p>Governor approval is required to dispose of staff laptop serial number:          Lenovo V130-15IKB          R90SD8QB          STAFFLAPTOP27          The motherboard is dead, and the repair cost is greater than £350</p>
<b>Discussion:</b>	No questions or concerns raised – Approved to dispose of ICT equipment

<b>AGENDA ITEM</b>	<b>Governor Training and Governor Newsletter Summer 2022</b>
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<b>902</b>	
<b>Notes:</b>	<p>Please <a href="#">click here</a> to view a copy of the Governor Newsletter Summer 2022</p> <p>Mandatory training sent out on email 23<sup>rd</sup> May 2022 Please see below details of Mandatory training which needs to be completed as part of your Governor role at Brackenfield SEND School.</p> <ol style="list-style-type: none"> <li>1. Prevent Awareness: <a href="#">Prevent Awareness Online Training</a> this is a link to elearning, once you have completed the training please could you send me a copy of your certificate for your training record.</li> <li>2. GDPR Training –Wednesday 21<sup>st</sup> September 2022 – 6pm-8pm via Microsoft Teams</li> <li>3. Safer Recruitment - Tuesday 27<sup>th</sup> September – 9.30am to 4.30pm via Microsoft Teams</li> </ol> <p>Please email me if you are able to attend either the GDPR and Safer recruitment training and I will log onto the system to book you on. As with previous training if you have already complete training as part of your current job please send a copy of your certificate so I can update the CPD log for Governors.</p>
<b>Discussion:</b>	SML echoed the need to complete the elearning and to email KM with certificates

<b>AGENDA ITEM 903</b>	<b>CCTV Expansion – Consultation to Governors</b>
<b>Notes:</b>	<p>As our school expands, we also need to expand the CCTV coverage in order that we can continue to meet our safeguarding and site security goals. We have taken this opportunity to review our existing solution coverage (areas external to the building and common areas such as corridors and reception) and address what we feel to be gaps. Due to the vulnerable nature of our children we aim to increase the coverage to include additional areas the children access such as classrooms, sensory spaces and some of the wider playground areas that do not currently have full coverage. We do not intend to install CCTV in those areas where an expectation of privacy exists, such as toileting and personal care locations. We are now seeking to consult with you <a href="#">please use this link</a> to allow us to gather your views on this proposed expansion.</p> <p>This has also been sent out to parents and we have received 16 positive responses to date.</p>
<b>Discussion:</b>	No questions or concerns raised governors approve the CCTV Expansion consultation

<b>AGENDA ITEM 904</b>	<b>Learning Platform</b>
<b>Notes:</b>	<p>Please use this link to view the <a href="#">Learning Platform information</a> as we revise our use of Marvellous Me we have been looking for an alternative tool. Areas looking to address through moving platforms:</p> <ul style="list-style-type: none"> <li>✓ Reduce teacher workload, putting home school diaries, evidence/ photos PLI evidence in one place</li> <li>✓ Reduce log ins for staff and pupils</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Online safety embedded through app pupils and staff can use to communicate, rather than emails/ Teams</li> <li>✓ Visual timetable for pupils</li> <li>✓ Bespoke data reporting from live data</li> <li>✓ Evidence for teacher performance</li> <li>✓ Reduce risk rating of parental communication and address increasing number of GDPR breaches, as advised by the GDPR team</li> </ul>
<b>Discussion:</b>	<p>TT - We have been using lots of different systems across the school, we have looked at merging this all to one system. Peter Csizmadia came across BOOP which covers everything we need it to do. I had a concern that this was a very small company, but they have reassured me this isn't an issue.</p> <p><b>Challenge</b>  <b>SML – If we academised would this be an investment we lost?</b>  <b>TT – I have spoken to a number of academies, and they have assured me that this is down to the school, however this will be explored further when and if we make a decision regarding academising.</b></p> <p>Governors approved with moving over to the BOOP system</p>

<b>AGENDA ITEM 905</b>	<b>Headteacher Report and Policies to be reviewed</b>		
<b>Notes:</b>	Please click here to view the <a href="#">SIP- SEF- SDP- 21-22 MER 4</a>		
	<b>Handbook</b>	<b>Whole Handbook to review</b>	<b>Individual Policies to review- please list</b>
	<a href="#">Education Handbook</a>	Please use hyperlink to access polices - <a href="#">Education Handbook</a>	Teaching and Learning Policy School swimming policy Careers policy RSE policy
	<a href="#">Safeguarding Handbook</a>	Please use hyperlink to access polices - <a href="#">Safeguarding Handbook</a>	Anti-bullying Child protection and safeguarding Early Help Equal opportunities Extremism Peer on Peer abuse Use of frequent visitors Pupil policy handbook Online safety Critical incident plan
	<a href="#">Please click here</a> to view the SIP-SEF for 2022-2023		
	<a href="#">Please click here</a> for the 2022 Summer terms 5 & 6 Governor Finance Report		

**Discussion:**

TT – We have changed the SIP-SEF layout to support the Governors being able to read the SIP-SEF

**Challenge**

SML – The KPI’s for reading and writing, are we setting achievable targets for staff.

TT – This gives a good picture of the learning the children are undertaking. There has been a high absence due to COVID, it is appropriate that we are aspirational and take on the contextual picture as governors caused by the pandemic and lasting effects to this date.

**Challenge**

SML – uplift of parent from 50% to 70% on a quality of schooling. The staff feedback Survey was so low.

TT – I’d like to pass this over the Leigh, we send the same questionnaire our 4 x a year, we consult with Staff quite a lot.

LT – Staff get the chance to feedback throughout the year, the SLT consultation with staff on all issues that affect them. Issues are raised and resolved and so staff do not then typically re-fill the questionnaire in on the other occasions it is sent out

TT – When issues have been raised, we work with staff. Moving forward we plan to send this out to staff once per year (as discussed in link meet with SML). Consideration for pulse surveys throughout the year instead of whole survey sent out 4 times.

SML – gave context of pulse surveys used at Experian and how the staff are divided in to cross sectional groups to ensure that they have a higher uptake. Governors agreed that this would be more beneficial going forward. ACTION- TT to build this into the process for staff survey.

Setting the SIP SEF – TT ran though the 4 Targets:

Priority	Includes/ notes	Ofsted Area	Persons Responsible
1. To ensure induction of new starter staff in both	- Induction - CPD	Leadership and management Quality of education	TT/SE/JL

	leadership, teaching and support roles	<ul style="list-style-type: none"> <li>- Enhanced QA and feedback</li> <li>- Appraisal and PM</li> </ul>		
	2. Fully embed semi formal and informal practices across all areas of the school	<ul style="list-style-type: none"> <li>- Use of B-Skills</li> <li>- Boop and PCP</li> <li>- Update of All about me/pupil dash boards</li> <li>- Enhanced QA and feedback</li> </ul>	Leadership and management Quality of Education	JL/BF/CE
	3. Fully embed total communication approach across all areas of the school	<ul style="list-style-type: none"> <li>- CPD</li> <li>- QA and feedback</li> <li>- I Can award</li> </ul>	Personal development Behaviours and Attitudes Leadership and Management Quality of Education	CL/JR/MU
	4. Ensure integrated tracking of both PLIs and formal curriculum using new system	<ul style="list-style-type: none"> <li>- Pupil identification, tracking and QA via B-Levels</li> <li>- CPD</li> <li>- Roll out of Boop</li> </ul>	Quality of education	SE/JL

We are using signing around the school which is being led by CL

All approved the SIP-SEF 2022-2023 no further questions raised

SML – It is at this point that we say goodbye to Leigh Thomas who leaves Brackenfield SEND School and the governing body to return to teaching in a mainstream school, on behalf of the governing body we wish you all the best for the future



<b>AGENDA ITEM</b> <b>906</b>	<b>Part 2 Agenda</b>
<b>Discussion:</b>	Please see part 2 agenda

<b>AGENDA ITEM</b>	<b>DATE OF NEXT MEETING/S</b>			
<b>Discussion:</b>	<b>Date of meeting</b>	<b>Time</b>	<b>Date papers will be circulated</b>	<b>Focus</b>
	19th July 2021	17.00	12th July 2021	Setting SIP-SEF 2021-2022
	11 <sup>th</sup> October 2021	14.00	4 <sup>th</sup> October 2021	MER 1 Feedback
	22 <sup>nd</sup> November 2021	17.00	15 <sup>th</sup> November 2021	Mid-Year Budget
	17 <sup>th</sup> January 2022	17.00	10 <sup>th</sup> January 2022	MER 2 Feedback
	28 <sup>th</sup> March 2022	17.00	21 <sup>st</sup> March 2022	MER 3 Feedback and Budget Ratification
	27 <sup>th</sup> June 2022	14.00	20 <sup>th</sup> June 2022	MER 4 and Summative Feedback for Year
	18 <sup>th</sup> July 2022	17.00	11 <sup>th</sup> July 2022	Setting SIP-SEF 2022-2023

**Questions from the new Governance Handbook January 2017 in relation to finance that governors may wish to use:**

- Are resources allocated in line with the organisation’s strategic priorities?
- Does the organisation have a clear budget forecast, ideally for the next three years, which identifies spending opportunities and risks and sets how these will be mitigated?
- Does the organisation have sufficient reserves to cover major changes such as re-structuring, and any risks identified in the budget forecast?
- Is the organisation making best use of its budget, including in relation to planning and delivery of the curriculum?
- Does the organisation plan its budgets on a bottom up basis driven by curriculum planning (i.e. is the school spending its money in accordance with its priorities) or is the budget set by simply making minor adjustments to last year’s budget to ensure there is a surplus?
- Are the organisation’s assets and financial resources being used efficiently?
- How can better value for money be achieved from the budget?
- Is the organisation complying with basic procurement rules and ensuring it gets the best deal available when buying goods and services in order to reinvest savings into teaching and learning priorities?
- Is the organisation taking advantages of opportunities to collaborate with other schools to generate efficiencies through pooling funding where permitted, purchasing services jointly and sharing staff, functions, facilities and technology across sites?